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ABSTRACT

This guide contains two checklists for evaluating educational materials and classroom activities to ensure that they meet requirements for equity for all students. The first checklist is for teachers and administrators to use when evaluating instructional materials. It asks questions about the depiction of men and women, diverse cultural and racial groups, and the disabled and whether or not the materials avoid stereotypes. The second checklist is aimed at teaching strategies, asking a series of questions about the equity of teaching methods and teacher attitudes. (SLD)

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Introduction

It is important that all students see themselves positively reflected in their curriculum, regardless of their gender, race, cultural background, or disability. Students who often feel alienated from the educational process, may soon question their own worth.

The educational program which reflects both genders, diverse cultural/racial groups and the disabled is one in which all citizens can see themselves and other groups. This educational equity concept applies to all areas of the school curriculum. The classroom provides unique opportunities for helping develop understanding for building trust and appreciation among students of different races, gender, abilities, and cultural backgrounds.

The North Carolina Board of Education is aligned with the federal legislation dealing with the prohibition of all types of discrimination. The Civil Rights Act of 1964 prohibits discrimination based on race, creed, color, gender, and national origin. The purpose of this document is to inform and guide school administrators and faculty when reviewing educational materials and classroom activities.

The intent of the equity evaluation/checklist is to provide a quality educational program for all students so as to achieve high student performance. This checklist for evaluating instructional materials and teaching strategies can be used by educational administrators and classroom teachers. The evaluation is applicable for current and projected materials/strategies throughout the school year.

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Equity Evaluation for Instructional Materials

	Yes	No
1. Are illustrations in textbooks, supplementary materials, audio-visual aids, and on the bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to men and women in today's society? Are disabled persons represented?	○	○
2. Are both women and men, diverse cultural/racial groups and the disabled shown in both active and passive roles?	○	○
3. Are the contributions and perspectives of both men and women, diverse cultural/racial groups, and the disabled included in all texts?	○	○
4. Is the information about men and women, the various cultural/racial groups and the disabled accurate?	○	○
5. Do the materials avoid reinforcing stereotypes about cultural/racial groups, men and women or the disabled?	○	○
6. Are members of diverse cultural/racial groups, both women and men and the disabled shown engaged in a broad range of social and occupational activities?	○	○
7. Are points of view concerning issues completely included? (Or, are only Anglo points of view or only those of one gender emphasized?)	○	○
8. Does the material include the contributions and involvement of women and men as well as cultural/racial groups at all points where it is appropriate and meaningful to do so?	○	○
9. Have multicultural, non gender bias criteria been integrated into the textbooks adoption process at the LEA?	○	○

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Equity Evaluation for Teaching Strategies

	Yes	No
1. Are role-playing, group projects, the enterprise approach, etc. used as vehicles for increasing students' skills in interpersonal and intergroup relations?	○	○
2. Are persons of diverse cultural/racial groups, as well as men and women in both traditional and nontraditional roles, used as community resource persons in the classroom?	○	○
3. Are students alerted to stereotyping when it occurs in instructional materials?	○	○
4. Is there a plan to ensure that students may comfortably change stereotypes when making lab project choices?	○	○
5. Is there a plan to ensure that recruitment for work-based learning programs facilitates the movement away from segregated programs?	○	○
6. Is there a plan to ensure that students may comfortably transcend stereotypes when choosing career and work study sites?	○	○
7. Have classroom teachers informed resource people at community sites of the school's legal obligation to place students only at community sites which do not discriminate in employment?	○	○
8. Are classroom management strategies and role assignments used which reflect the community's cultural/racial and disabled populations?	○	○
9. Where current instructional materials reflect bias on the basis of race, gender, culture or disability, are supplementary materials used to offset the bias?	○	○
10. Are students encouraged to explore, express, and defend their personal values?	○	○
11. Do classroom teachers avoid using gender bias or ethnocentric language?	○	○

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and procedures ... creed, color, ... and disability.

	Yes	No
12. Are classroom bulletin boards and teacher-made displays representative of the cultural/racial diversity in the United States and the roles open to both women, men and the disabled?	○	○
13. Have classroom teachers alerted the counseling staff to possible multicultural guidance techniques which are relevant to course work and career decisions?	○	○
14. Do classroom teachers encourage students to inquire into the historic involvement or exclusion of minority groups, women, and the disabled in particular occupations?	○	○
15. Have classroom teachers (and others) developed special support strategies for all students?	○	○
16. For class visits to community sites (i.e. business/industry) do classroom teachers attempt to locate nontraditional role models in the workplace?	○	○
17. Have teachers explored possibilities for cooperative planning and teaching across all curriculums?	○	○
18. Have teachers explored possibilities for providing reinforcement of multicultural concepts from other curriculum areas (through the use of processes, materials, tools, etc. students can be given meaningful hands-on experiences which are not readily available in other classrooms)?	○	○
19. Do classroom teachers encourage students to research the contributions of diverse people to the specific curriculum area?	○	○
20. Do classroom teachers take advantage of special opportunities such as "career days" to expose students to nontraditional occupations?	○	○
21. Do teachers expect the same behaviors and sense of purpose from all students?	○	○

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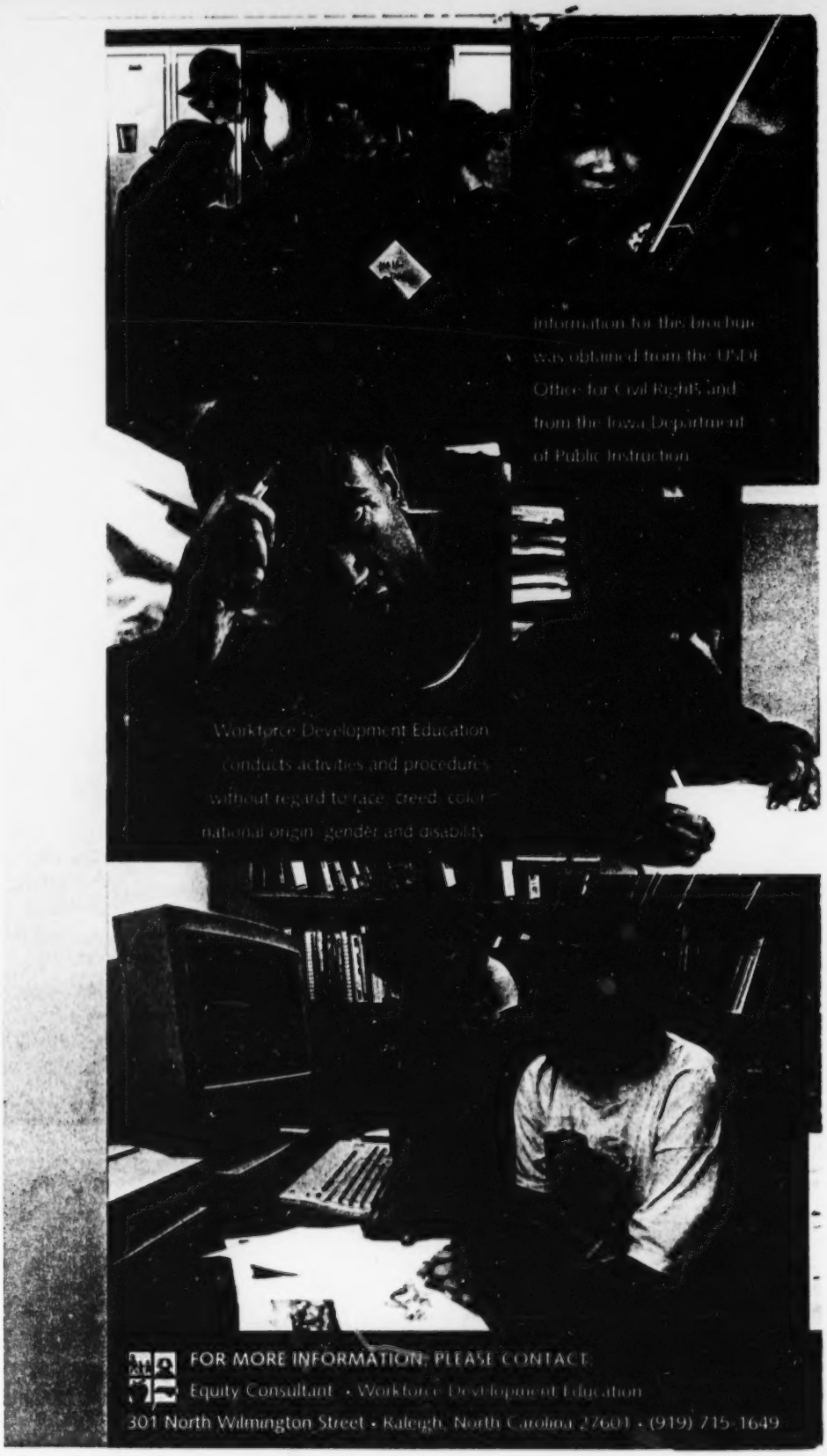
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